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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:**First | | **Unit:** Where We Are In Place And Time | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Describe y compara figuras tridimensionales utilizando el vocabulario matemático adecuado (caras, vértices y aristas): Esfera, Cubo, Prisma rectangular, Cono, Cilindro, Pirámide | | | | | | **Skills:** | | | | | |
| **Materials:** Different 3D shapes objects | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Nov. 7th – 11th /11 | | | **Time:** 45min. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Once they are organised in small groups to work in stations, one of the teachers will ask them to have their objects brought from home. | | | | | | | | | | | |
| **Main Activity:** The teacher will ask each one in the group to identify and compare the shapes by describing their objects for the group, using the appropriate vocabulary (faces, vertices and edges). | | | | | | | | | | | |
| **Tier 1:** In order to give the children the opportunity to go beyond the achievement indicator, ask them to give examples from their surroundings by identifying, comparing and describing them. | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Children can use the objects to classify them in another moment, or build something with them. | | | | | | | | | | | |